

University of Arkansas - Fort Smith
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General Syllabus

READ 3303 Foundations of Teaching Reading and Writing

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the Educator Preparation Program

Prerequisite or corequisite: ELML 3013 Educational Psychology, ELML 3203 Introduction to Assessment, ELML 3103 Practicum I, and ELML 3303 Learning Environments

Effective Catalog: 2023-2024

I. Course Information

A. Catalog Description

Teaching students with emerging literacy skills.

B. Additional Information

The Conceptual Framework derives from, “The UAFS School of Education’s mission is to ensure every teacher candidate is “Day One Ready” so all learners achieve their greatest potential.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT).

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Describe how students learn to read and how explicit and systematic instruction produces successful readers.
2. Apply the speech sound system of language, including the rules and patterns

- by which phonemes are combined into words and phrases.
3. Evaluate the developmental stages of writing.
 4. Develop strategies for teaching and assessing language and literacy skills using an integrated system of listening, speaking, writing, and reading.
 5. Synthesize the science of reading research.
 6. Apply the knowledge of cultural and linguistic diversity including ELLs.
 7. Design developmentally appropriate literacy instruction.
 8. Use appropriate technology tools for literacy instruction and assessment.
 9. Cite current research and theory on literacy development.
 10. Design developmentally appropriate instruction for academic language acquisition.
 11. Articulate the role of phonological awareness and phonemic awareness in reading development and fluency.
 12. Compare and contrast phonemic awareness and phonics skills.
 13. Articulate permanent word recognition and word analysis skills and strategies.
 14. Apply reading comprehension skills and strategies to imaginative/literary and information/expository texts.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills/Critical Thinking Skills

Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Theoretical models of reading (Simple View and Four-Part Processing Model)
- B. Role of parents, families, and society in emergent/early literacy development
- C. Orthographic processing

- D. Phonological pre-requisites
- E. Effective instruction in:
 - 1. Phonemic awareness
 - 2. Phonics
 - 3. Fluency
 - 4. Vocabulary
 - 5. Comprehension
 - 6. Emergent/early writing
 - 7. Speaking
 - 8. Listening
- F. Strategies for literacy development for students with diverse learning needs
- G. Technology in literacy instruction
- H. Mechanics and syntax in emergent literacy
- I. Materials for teaching emergent literacy
- J. Developmentally appropriate text selection
- K. Shared reading
- L. Assessment of emergent literacy skills
- M. Learning environments that promote literacy
- N. Early academic language development
- O. Research relevant materials
- P. Concepts of cross-cultural communication perspectives and practices facilitating communication across cultures